

A New Education Model for York

To ensure that 100% of York City students receive a premier education and are equipped for college or career.



York County Community Foundation
Education Initiative
February 2013



York County Community Foundation
YorkCounts Education Report
A New Education Model for York City
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INTRODUCTION

Improving educational opportunities and outcomes for children is a priority of YorkCounts, an initiative of the York County Community Foundation. Of particular concern is the fact that the School District of the City of York is significantly underperforming academically compared to other districts in York County. This achievement gap jeopardizes the future of thousands of school children as well as the future of the entire York County community.

In this report, YorkCounts and the Community Foundation identify and recommend strategies that will result in significant systemic improvements to the School District of the City of York. We envision high-performing York City schools with educators, students, parents, and civic and business leaders engaged in achieving student success. We envision learning environments that embrace innovative and effective approaches to teaching and attract and motivate the highest quality educators, all while achieving financial stability and sustainability. In the end, our goal is to ensure that 100 percent of York City students receive a premier education preparing them to attend post-secondary school or become gainfully employed in the workforce after graduation.

YorkCounts and the Community Foundation recognize that there are many theories and approaches to education improvement but are firmly committed to fact-based solutions. To assist with the due diligence needed to make informed recommendations, the Community Foundation engaged the Education Policy and Leadership Center (EPLC) in the spring of 2012 to research proven best approaches to turn failing public school districts into high-performing school districts. The report sought to evaluate school improvement options by answering the questions: Does the approach address the root systemic causes of educational failure? Does the approach create systemic, long-lasting results? What does York need to do to increase the likelihood of successful improvement?

Another resource for its work was Dr. Christina Theokas from the Education Trust. In May of 2012, Dr. Theokas and Karin Chenoweth published *Getting It Done, Leading Academic Success in Unexpected Schools*. The Community Foundation invited Dr. Theokas to speak at its annual meeting and to share her research findings on the characteristics for successful schools. During the visit, the Foundation's Board of Directors and YorkCounts Committee met with Dr. Theokas for an in-depth discussion about her research. The YorkCounts Education Workgroup used this research to establish the criteria for evaluating school improvement options for York.

In the fall of 2012, YorkCounts convened an Education Workgroup to evaluate the recommendations outlined in the EPLC report and advise the YorkCounts Committee and York County Community Foundation's Board of Directors on the specific policies and actions it should advocate for and pursue to achieve its goals of educational improvement. The Workgroup consisted of 11 members representing a cross section of educational, business and civic experience and perspectives. A list of Workgroup members is in the appendix of this document.

CURRENT CONTEXT

There is little question that during the last ten years, despite occasional bright spots, the School District of the City of York has continued to underperform academically, financially and in its governance.

The YorkCounts Education Workgroup identified four persistent and pervasive issues that have affected the success of the School District of the City of York.

1. Low academic performance – According to the Pennsylvania Department of Education’s website, student test scores in the District are consistently below statewide averages and in 2012, 53% of students were not testing at grade level in reading or math, putting them 31 points behind the average of other York County students. Graduation rates are also far behind suburban school districts. In 2009-2010 only 76% of students in the School District of the City of York graduated compared to 90% in West York, 99% in Suburban and 96% in Central School Districts.
2. Culture and confidence – The continuing pattern of low performance in the School District of the City of York is an indicator of the failure to establish a culture of excellence and achievement. The District has undertaken many improvement efforts over the years to address these emerging issues including locally-generated initiatives, state-funded and designed initiatives and nationally-recognized model programs. The District has had, in some cases, the support of national experts to implement these models. Yet, student achievement levels have continued to fall short of state performance goals for years.

Sustaining high-quality, consistent leadership has also been a challenge. Since 2000, there have been 4 different superintendents. In the most recent election of the York City School Board, not enough candidates ran to fill the vacant seats. One candidate was elected but tried to withdraw from service. Although 2012 began with nine seated members of the York City school board, in the following 12 months, two members resigned and a third was challenged for not attending enough meetings and ultimately voted off of the board.

The community lacks confidence in the School District of the City of York due to the sustained lack of performance, fiscal turmoil, lack of stable governance and high-turnover rate of the leadership. The significant loss of students to charter or private schools further demonstrates a lack of confidence among parents.

3. District funding – The District has faced two continuing funding challenges: lack of predictability of its funding streams and inadequate resources. In addition to a declining tax base, the York City School District lost over \$5 million in revenue from the Commonwealth of Pennsylvania in 2011 due to the elimination of supplemental reimbursements to districts for students attending charter schools. On top of that, other education funding was cut from the state budget. Because the District relies on Pennsylvania funding for 53% of its resources, a cut in state funding is more significant in the City than in suburban districts that rely more on local property taxes.

Increasing school taxes in the City of York is not a realistic strategy to sustain adequate funding for the District. In 2012, city property owners paid the highest millage rate for school taxes in York County and pay the 8th highest rate in Pennsylvania. The more City property owners are

asked to fill the school funding gap, the greater the chance that they will leave the City, further shrinking the tax base.

Declining enrollment in District-operated schools has also hurt the District financially. Between 2007 and 2013, school enrollment declined by a remarkable 22% as more families chose to send their students to charter and private schools, hoping for a better education. Of the 7,600 students in the district today, 2,400 (31%) attend charter schools and \$25 million of the district's revenue was paid to charter schools to educate city students. While it may appear that the District's costs would decline in this scenario, the incremental reduction of students across grade levels does not always equate to cost savings in the classrooms or in administration.

The first charter school in the School District of the City of York was the Lincoln Charter School which opened in 2000 in an existing district building. Shortly thereafter, the York City School Board and Lincoln Charter School became embroiled in a three-year court battle over rent. That adversarial relationship between charter schools and school districts is, as EPLC's Ron Cowell says, "practically guaranteed when the current funding system requires school districts to pay costs that many, including the state's Auditor General, believe are unfair." When Pennsylvania passed its 2011 state budget and eliminated subsidies to school districts for children attending charter schools, this dynamic was heightened. Since then, the York City School Board began looking more closely at charter schools seeking authorization resulting in contentious public debates and divided community opinions.

While increased funding for education alone will not solve the District's problem, the Workgroup agreed that additional cuts will diminish the chances of a successful district turn-around and jeopardize student achievement. Already the city school district's per student expenditure is just \$8,956 compared to the \$11,400 spent per student in York Suburban School District. Given the higher percentage of students for whom English is a second language and families living in poverty in the city, the spending per student is highly inequitable.

4. Poverty – Students living in poverty often must overcome significant barriers to academic achievement. In the School District of the City of York, 90 percent of students are eligible for the free or reduced lunch program established to assist students in households with limited income. A high rate of poverty correlates to the need for additional services for York City students which the School District of the City of York is not currently able to provide. While the Workgroup recognizes that poverty is an obstacle to academic success, we also know that there are excellent examples across the nation of academic excellence in high-poverty communities.

2012 PSSA Mathematics and Reading District-wide Level Proficiency Results							
District	% Advanc ed Math	% Proficient Math	Proficient or Advanced Math	% Advanced Reading	% Proficient Reading	Proficient or Advanced Reading	Combined
PENNSYLVANIA	47.2	28.4	75.6	36.5	35.5	72.0	73.8
PA Economically Disadvantaged Students	29.9	31.7	61.6	19.8	35.6	55.4	58.5
YORK CITY SD	21.4	31.7	53.1	11.7	29.8	41.5	47.3

The hiring of Dr. Deborah Wortham as Superintendent of the School District of the City of York in July, 2011 was a hopeful sign for the District. She quickly developed a district plan for improvement based on the theme, "failure is not an option," which included academic, cultural and structural changes. She has since implemented numerous reforms including the consolidation of the middle schools into the elementary schools, resulting in K-8 school buildings. She also successfully secured substantial school improvement grants for McKinley Middle School to pilot *Success for All*, a researched-based program that has accelerated academic performance in reading throughout the United States.

Dr. Wortham's primary effort is to create a culture of high expectations for students, teachers and district staff. She has shown a commitment to community engagement and spent her first months walking the neighborhoods of the city to meet residents and listen to their needs for their children. High school seniors were asked to sign a compact to complete community service projects in order to participate in graduation ceremonies and younger students are wearing school uniforms. One year later, disciplinary incident reports are down in the high school, reported dropout rates are lower and two more schools met their improvement goals set by the state. Gradually, student results on state tests are improving.

These efforts notwithstanding, much time and attention have been diverted to a series of budget crises, and in July, 2012 the Pennsylvania legislature passed distressed school district legislation that affected the School District of the City of York. The legislation required the Secretary of the Pennsylvania Department of Education to appoint a Chief Recovery Officer to develop and implement a financial recovery plan for distressed districts such as York. Representatives from the York County Community Foundation met with the Pennsylvania Secretary of Education to advocate for an appointment of a Chief Recovery Officer who is local to York. In addition, the Community Foundation stressed that the recovery plan take into account the need for academic improvement as well as financial stability. The actions taken by the Pennsylvania Department of Education (PDE) thus far are as follows:

1. The Secretary of the PDE officially declared the School District of the City of York distressed on December 12, 2012.
2. David Meckley, a York business leader and former school board member in the York Suburban School District has been appointed Chief Recovery Officer for the School District of the City of York by the PDE Secretary. (Mr. Meckley was a member of the YorkCounts Education Workgroup prior to his appointment).
3. The Chief Recovery Officer is responsible for developing a financial recovery plan for the District within 90 days (by March 12, 2013) working with Public Financial Management consultants in Philadelphia. Extensions to this timeline are permitted.
4. The York City School Board and the PDE Secretary have to approve the recovery plan. If the Board does not approve it within 30 days, then they are ineligible for a transitional loan and will no longer receive technical assistance from PDE.
5. If the Board does not approve the plan within 365 days from the date the District was declared distressed, a receiver shall be appointed who will have additional powers to operate the District.

KEY ELEMENTS OF SUCCESSFUL SCHOOL IMPROVEMENT

Because of the severe financial and academic challenges facing the School District of the City of York, the YorkCounts Education Workgroup agreed that major changes were needed to improve educational outcomes for students. The Workgroup agreed that any recommendation had to first meet the following tests:

- *It must produce systemic, sustainable improvement.*
- *It must be able to benefit 100% of the students attending public school in the City of York.*

After reviewing research by the Education Trust, EPLC, and other sources, the Education Workgroup developed the following list of key elements necessary to successfully educate students:

1. ***Visionary and inspired leadership over an extended period of time.*** The system operates in such a way that it attracts excellent leaders, holds them accountable, and encourages stability whether they are elected or paid employees.
2. ***Evidence-based educational approaches that sustain a focus on student achievement.*** The curriculum and tactics used throughout the system are evidence-based, responsive to student needs, data-driven, refined in collaborative professional learning teams, and consistently result in high levels of student achievement.
3. ***Accountability and rewards that align with effective implementation of the pedagogy.*** Teachers, principals and leadership are held accountable and rewarded for implementing educational approaches that result in high levels of student achievement.
4. ***Effective and collaborative management on the front lines.*** Principals and teachers at the school building level are working effectively as a team that trains and supports teachers so they are able to help students achieve.
5. ***Engagement of families and community.*** The school district fully embraces and facilitates the involvement of families and organizations external to the District in supporting student achievement.
6. ***Ongoing, adequate and stable financial resources.*** The funding to provide high-quality education to students in the City of York is reliable and sustainable.

SCREENING AND IDENTIFYING THE MOST PROMISING SCHOOL IMPROVEMENT OPTIONS FOR YORK

Using the elements of success listed above as the criteria, the Workgroup evaluated the following seven school improvement options discussed in the EPLC report:

1. Consolidation of urban and suburban school districts;
2. School voucher programs;
3. State takeover of a low performing urban school district;
4. School funding restructuring;

5. Expansion of charter schools or magnet schools;
6. Inside reform of a school district through leadership, culture change, training, support programs;
7. Community schools.

Options that had the greatest potential for attaining the elements of success stayed “on the table” for further consideration and those that did not were taken “off the table.”

OPTIONS REMOVED FROM FURTHER CONSIDERATION

Vouchers – There are four primary reasons this option did not meet the Workgroup’s criteria for a successful school improvement model. First, vouchers are not systemic since they do not per se improve the delivery of public education. Secondly, vouchers do not ensure that students attend schools with the characteristics for success stated above. Third, vouchers are not likely to be available to all 7,600 school-age children living in the City of York because of limited funding and because not all families have the capacity or the interest in transporting students to new communities for school. Lastly, based on EPLC research, there is no evidence that students using vouchers are broadly academically successful.

A newly established Educational Improvement Tax Credit in Pennsylvania allocates state funding to offer tax credits to corporations that make grants to private or public schools which are used to offer scholarships to students from low performing public schools. A key element is that the receiving school agrees to accept these students. In 2012, not one York County public school signed up to participate in the voucher program.

State Takeover – This option does not meet the criteria because, based on research conducted by EPLC, a state takeover has not proven to turn failing school districts into high-performing districts. While it may be an interim step to more systemic change, it is not in and of itself a long-term solution.

OPTIONS THAT HAVE MERIT AND COULD BE PART OF A SOLUTION OR ARE A LONG-TERM OPTION:

Consolidation of School Districts – For this discussion, consolidation means the combination of the School District of the City of York with other districts to form a larger district with the aim of creating economically diverse classrooms and broader revenue streams.

The Workgroup agreed that consolidation of school districts is an effective means to de-concentrate poverty. It also increases the chance of students in York City attending schools that have the characteristics of success (because suburban districts have lower poverty rates and higher academic achievement than the City) but it is not a guarantee. The EPLC report found no evidence that consolidating school districts actually improved the test scores of students that were from the high-poverty schools.

The Workgroup determined that consolidation of school districts would take many years to fully implement, is politically difficult to achieve, and there is a more immediate need to support existing students.

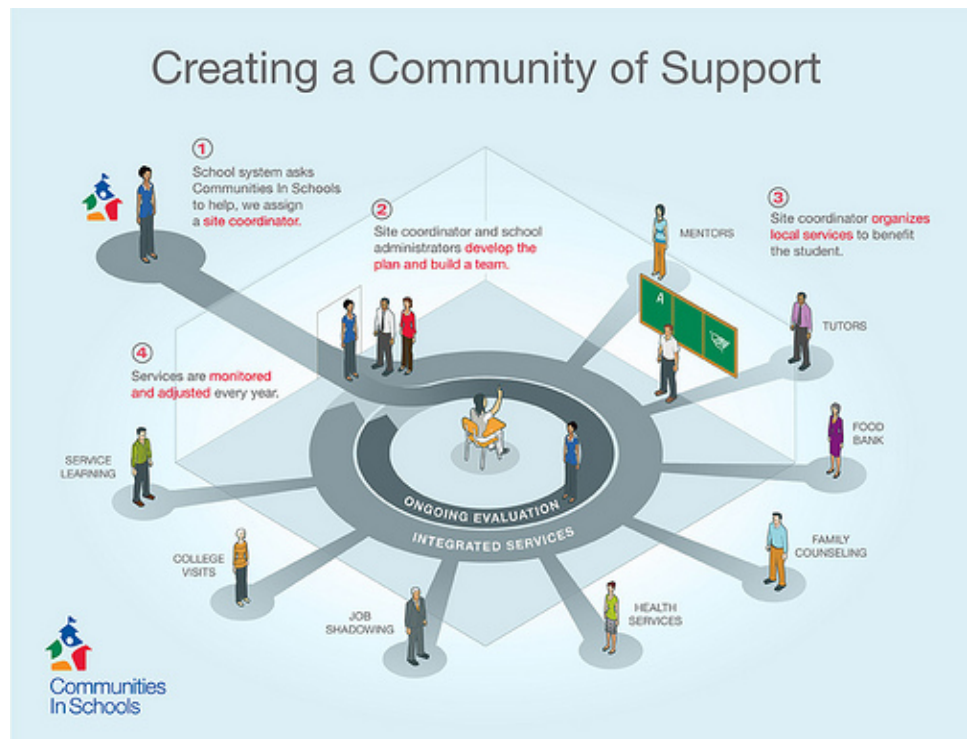
Funding Restructuring – More funding alone will not correct the problems of the city school district but as mentioned earlier it is an important ingredient in the successful implementation of any school

improvement option. The Workgroup agreed that funding does have an impact on any solution and is a fundamental issue in the current public school system. Since the newly appointed Chief Recovery Officer has appointed a committee and is charged by law with developing a sustainable financial recovery plan, the YorkCounts Education Workgroup chose not to formulate a strategy for funding restructuring.

THE MOST PROMISING OPTIONS

Community Schools – The focus of this national model is on the students’ needs beyond academic development, such as being healthy, well-fed, and having social support. In the Community Schools model, each school has a coordinator of support services to help students and families succeed. This evidence-based approach demonstrates a return on investment. Estimated costs for true community schools are between \$70,000-75,000 per school building per year.

Community schools are funded by both the public and private sector and are usually coordinated by a separate non-profit organization. The Workgroup agreed that in itself, the Community



Schools model does not meet all the criteria for success. It does agree, however that there is a need for coordination of services to children and families in high-poverty communities like York and that this is a good model to incorporate into its recommendations.

Charter Schools – According the Pennsylvania Department of Education website, charter schools are “self-managed public schools that are approved by local school districts through an agreement called a charter.” Charters are created and controlled by parents, teachers, community leaders, and colleges or universities. Charter schools operate free from many educational mandates, except for those concerning non-discrimination, health and safety, and accountability. The Pennsylvania Coalition of Public Charter Schools states that charter schools offer alternatives in education by using strategies that may save money and improve student performance. The “charter” establishing each school is a legal agreement detailing the school’s mission, programs, and methods of assessment, finances, and measures of success.

While free from many state regulations, students in charter schools take the same state tests required of other public school students to help assess student progress. In addition, charters must submit annual

reports to the school district and the Pennsylvania Department of Education. Charter schools are approved for five-year terms and can be renewed with authorization of the District.

The YorkCounts Education Workgroup agreed that charter schools have the potential to incorporate the characteristics of successful schools but recognized that academic results achieved in some charter schools are much better than others. In York, combined reading and math test scores for students attending two of the three charter schools are better than those of students in York's traditional public schools. In Pennsylvania and across the country, average test scores for all students attending charter schools are lower or no different from traditional public schools, however **economically disadvantaged students in charter schools perform significantly better** than the same demographic in traditional public schools. (Stanford University's CREDO *Charter School Performance in Pennsylvania* Report, April, 2011; U.S Department of Education *The Evaluation of Charter School Impacts* Report, June, 2010; Harvard University Center for Education Policy Research's *Student Achievement in Massachusetts' Charter Schools*, January 2011).

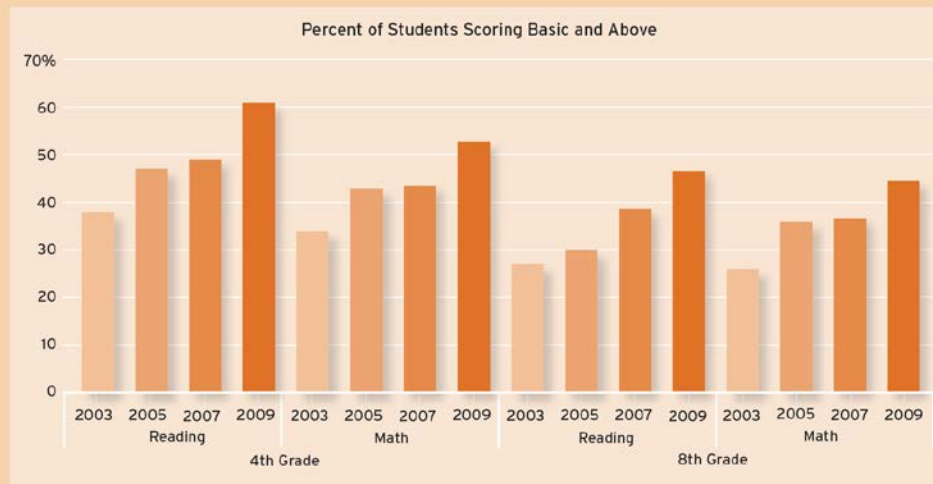
Charters can act like magnet schools. Magnets have specialized curriculum based on what works best for the student such as a curriculum that is arts, language or science based. Since magnets may accept students from multiple districts, it could create economically diverse classrooms and provide opportunities for unique, specialized learning environments that can meet the individual learning styles of students. Instituting a large-scale, multi-district magnet-like charter program could offer the potential to achieve many of the characteristics of success and create economically diverse schools.

The York Academy Regional Charter School is a recent addition to the charter school portfolio in York that is like a magnet school. The York Academy, a non-profit public charter school that introduced the International Baccalaureate curriculum to York County has attracted students from 12 school districts throughout the County. This visionary school in the heart of the City of York is now in its second year, and has waiting lists of children wishing to attend. Test scores will not be available for the Academy until the first class of third graders take the state tests later in 2013 but it is an example of an exciting new approach that has attracted significant support from community leaders.

In order for charter schools to meet the criteria and achieve system-wide improvements that benefit all students, a district-wide charter system would be required. The conversion of public schools to charter schools has been tried in a handful of communities across the country. The most significant effort has been in New Orleans, Louisiana, after Hurricane Katrina provided an unexpected opportunity for the school district to start over. Since 2005, when the Louisiana legislature declared the District distressed and appointed a receiver, the number of charter schools has grown from 1 to 49. Now, 80 percent of students in New Orleans attend charter schools. The January 2012 Public Impact Report *New Orleans-Style Education Reform: A Guide for Cities* found that this "structural shift –from government as school operator to school regulator – empowered thousands of excellent educators. It gave families choices. And it dramatically increased student learning." In just five years, New Schools New Orleans reduced the city/state achievement gap by half, from 26 points behind average statewide test scores to only 10 points (see graph below).

Upward Bound (Figure 4)

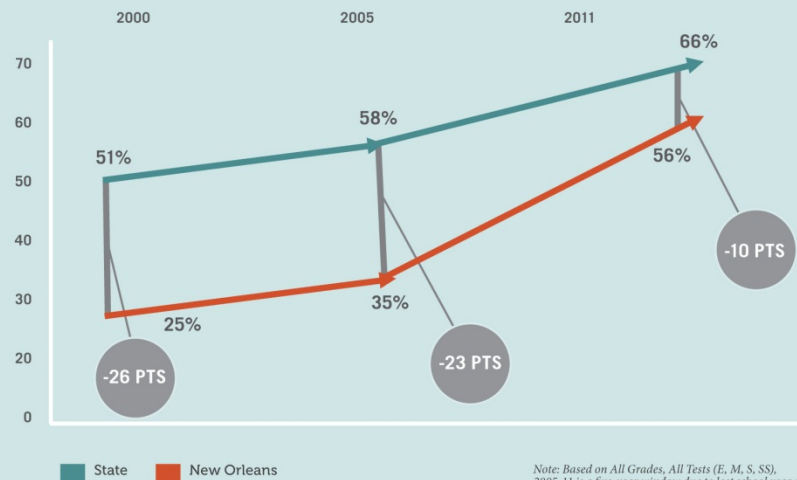
Student scores on the state's LEAP tests, while still low, have climbed steadily.



SOURCE: Louisiana Department of Education, LEAP Test Results, 2003-2009

Figure 1: New Orleans Closes City vs. State Proficiency Gap by 56% in 5 Years

BASED ON PERCENT OF ALL STUDENTS BASIC OR ABOVE (PROFICIENCY GOAL) ALL GRADES, ALL TESTS

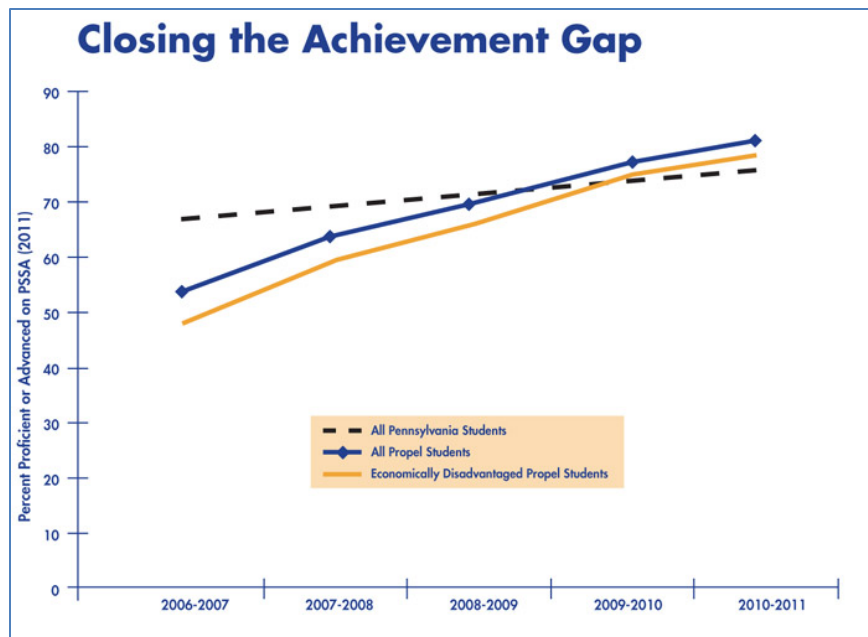


Note: Based on All Grades, All Tests (E, M, S, SS).
2005-11 is a five-year window due to lost school year of 2005-06.
Source: LA Department of Education Data/Analysis by EducateNow!

1. Louisiana Department of Education. (2011). *The Recovery School District, Louisiana's turnaround zone: Answering the urgency of now*. Retrieved from <http://www.louisianaschools.net/lde/uploads/18099.pdf>

(<http://www.newschoolsforneworleans.org>)

Another more recent example to watch can be found in Highland Park, Michigan, which converted all three of its public schools to charter schools in 2012. The District was facing chronically severe deficits, it was among the state's lowest-academic-performers, and was losing students. It became the second district in Michigan to convert to charters. The distressed school district of Philadelphia has announced a plan to close 37 schools with the intention of converting them to charter schools. In Pittsburgh, the charter network of Propel Schools now operates eight schools that serve more than 2,500 students whose state test scores now exceed those of all Pennsylvania students (see graph below).



(<http://www.propelschools.org/results.php>)

While the political climate at the state level is positive for charter schools, locally they have produced contentious debate. Most recently, there has been public controversy surrounding the renewal of a York charter school due to its reported low test scores. The renewal process has highlighted the adversarial relationship created by charter school law that puts the local school board in a difficult position. The school board must decide whether to authorize charter schools while at the same time knowing that it will lose funding for every student that attends a charter. It also highlights the need for a stronger ongoing accountability process to ensure that non-performing charters are identified and addressed well before they apply for renewal after their five-year agreement.

The Workgroup concluded that a district-wide charter approach could potentially meet the criteria for success, and it remained “on the table” for discussion.

Inside Reform – Inside reform means improving performance using the existing structure but with new approaches to achieving the characteristics of success. Researchers at the Education Trust highlight many examples of successful inside reform at schools across the country in the books: *How It's Being Done* and *Getting It Done*. Typically, reform requires visionary leaders at the school level and collaborative efforts to adapt teaching to the student's needs. Turning schools around takes time, effort, and persistence.

The Workgroup agreed that inside reform does de-facto potentially meet the criteria for success, and it remained “on the table” for further discussion.

EVALUATION OF THE MOST PROMISING OPTIONS

The Workgroup distilled its vision for the District and concluded that to achieve the vision of 100 percent of students in the City of York receiving a premier education that prepares them for college or career we need the following:

- The transformation of city schools into a system of “academies” tailored to suit different learning styles, with students having flexibility to attend the school that best suits their needs, without regard for geographic limitations. Ideally, these schools would have a mechanism for starting to break down the concentrated poverty in city schools;
- Massive and enthusiastic support for schools from civic leaders, businesses, non-profit agencies, colleges, universities, and parents;
- The engagement of the nation’s best education models and organizations;
- Energized and empowered principals and teachers with flexibility, accountability and appropriate rewards;
- Comprehensive and coordinated support for students to overcome obstacles to success;
- There is a mechanism to reduce the concentration of poverty.

Further analysis of the two remaining options, measured against this vision, was the final phase of the Workgroup’s evaluation.

Option One: *Improvement within the current system incorporating the Community Schools approach. (“Inside Reform”)*

The Workgroup admires and appreciates Superintendent Deborah Wortham’s drive, expertise and concrete efforts to effect immediate improvements for students. While progress is being made, the Workgroup determined that inside reform is ***not the most viable solution for York*** and did not meet all of the criteria for success as described below:

Evaluation Criteria	Inside Reform
Benefits 100% of students	Yes, but is likely to take more time than students can afford.
Systemic improvement, poverty de-concentration	Current structure & bureaucracy remain in place. Little evidence of successful district-wide reform. Doesn’t address concentration of poverty.
Visionary & Lasting Leadership	Little confidence in district & its governance.
Evidence-based approaches	Less flexibility, lack of consistency from school to school.
Effective collaboration, accountability & rewards	Work rules inhibit collaboration, accountability and rewards for excellent teachers.
Engaged families & community	Students are leaving, lack of community will to invest in district.
Adequate & stable finances	Financial burden is overwhelming.

Option Two: *Improvement by converting the entire district to charter schools and incorporating the Community Schools approach.*

The Workgroup concluded that creating a new system of 100 percent high-performing charter schools with the Community Schools approach is ***the most viable solution for York*** and meets all of the criteria for success as described below:

Evaluation Criteria	District-wide Charter System
Benefits 100% of students	Yes, and it can happen more quickly than inside reform.
Systemic improvement, poverty de-concentration	Creates opportunity for new operating structure and culture. Potential to attract students with economically diverse backgrounds and thus reducing the concentration of poverty.
Visionary & Lasting Leadership	Opportunity to create a stronger governance structure. Likely to energize civic & education leaders.
Evidence-based approaches	Encourages innovation & specialty schools to meet student needs.
Effective collaboration, accountability & rewards	Freedom from some work rules often motivates good teachers to excel.
Engaged families & communities	Evidence of higher levels of parent & community engagement in charters & their volunteer boards.
Adequate & stable finances	Potential for more financial flexibility.

CONCLUSION

The YorkCounts Education Workgroup concludes that sweeping institutional changes are necessary to achieve the level of engagement and reform required to transform the District. This level of engagement cannot be achieved unless potential partners are energized by the prospect of groundbreaking, precedent-setting success.

We do not believe that success can be accomplished through “inside reform” due to the loss of confidence in the District, the overwhelming institutional barriers to success and the length of time it would take to achieve results.

The Workgroup concludes that the solution that *meets the test* is to convert the School District of the City of York to 100 percent community charter schools.

RECOMMENDATION

Profoundly improve and transform the School District of the City of York by:

- Creating a district-wide system of *Community Charter Schools* that are privately run, high-performing nonprofits available to 100 percent of the students in the district.
- Implementing the *Community Schools* national model throughout the district to provide coordinated support for students and families at every school in a systemic and sustainable manner.

KEYS TO SUCCESS

Successful transformation will require massive community engagement and support, state-of-the-art teaching methods, and visionary leadership to create the environment in which the *Community Charter Schools* and students thrive. We believe that the School District of the City of York's "distressed" status and the work of the Chief Recovery Officer provides the opportunity to accomplish the following critical keys to success:

- State funding to facilitate the transition to an all-charter model, mitigate the inherent flaws in the existing charter funding structure, and ensure stable funding for York City schools.
- Changes to the Pennsylvania charter school legislation to strengthen accountability for academic and financial results.
- Shared responsibility for student learning between the District and charters.
- An improved governance structure for the District that meets the test of visionary and inspired leadership over an extended period of time.
- Continued efforts within the School District of the City of York to improve academic achievement until the charter school system can be fully implemented.

ADVOCACY

This report represents the opinion of the YorkCounts Education Workgroup, the YorkCounts Committee and York County Community Foundation and is intended for use by the Chief Recovery Officer and the Advisory Committee of the School District of the City of York as they weigh advantages and disadvantages of different approaches to improving the fiscal and academic progress of the District. Future public advocacy by YorkCounts and York County Community Foundation will be conducted by the York County Community Foundation Advocacy Council.

APPENDIX

YorkCounts Education Workgroup Members

Eric Menzer: Workgroup Chair. Former Board Chair, York County Community Foundation, President of York Revolution baseball team, and former York City Economic Development Director, York City resident and community leader, children attended York City Schools.

Mayor Kim Bracey: Public Official & York City resident, former Director of Housing and Community Development for City of York, former Executive Director of the South George Street Community Partnership. Like her mother, Bracey attended York City Schools, all 12 years, and son attended and graduated from William Penn High School.

Don Burkins: Retired public school educator with the Lincoln Intermediate Unit, former President of York City Dollars for Scholars, child attended York City schools.

Jane Conover: Vice President, York County Community Foundation, formerly Chief Community Officer YWCA York, MSW.

Sue Krebs: Board member, York County Community Foundation, YorkCounts Committee member, long time Board member of York City Dollars for Scholars, York Area Regional Academy Board of Trustees, graduate of William Penn High School.

Loren Kroh: Board Chair, York County Economic Alliance & the YorkCounts Committee of the York County Community Foundation, board member York County Community Foundation, Board member of Harrisburg Area Community College, in education software business.

Bill Hartman: President, York County Community Foundation, former board member at a university, former bank president, community leader.

Pat London: Retired public school educator. Doctorate in Adult Education, adjunct faculty status at Penn State Harrisburg and Delaware Valley College. Currently, adjunct faculty and supervisor of student teachers at Messiah College. Lives in the City of York and child attended York City schools.

Michael Newsome: Board Chair, York County Community Foundation & Executive Vice President and Chief Financial Officer of the Wolf Organization.

Former Congressman Todd Platts: Graduate of York Suburban High School (1980), Shippensburg University and Pepperdine University School of Law. Served twelve years in the United States House of Representatives and was on the Education Committee for his entire Congressional service. Prior to his tenure in Congress, Platts served eight years in the Pennsylvania House of Representatives where he also served on the Education Committee including a term as Chairman of the Subcommittee for Basic Education. Both of Platt's parents are graduates of William Penn High School.

Bob Woods: Executive Director of the United Way of York County, YorkCounts Committee and Chair of the Indicators Report, education advocate.

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2012 PSSA Mathematics and Reading District-wide Level Proficiency Results District and School Comparisons

District	% Advanced Math	% Proficient Math	Proficient Math	% Advanced Reading	% Proficient Reading	Proficient Reading	Combined
PENNSYLVANIA	47.2	28.4	75.6	36.5	35.5	72.0	73.8
PA Economically Disadvantaged Students	29.9	31.7	61.6	19.8	35.6	55.4	58.5
YORK CITY SD	21.4	31.7	53.1	11.7	29.8	41.5	47.3
YORK CITY CHARTER SCHOOLS							
HELEN THACKSTON CHARTER	21.4	30.3	51.7	15.0	29.7	44.7	48.2
LINCOLN CHARTER SCHOOL	22.9	48.0	70.9	7.8	37.9	45.7	58.3
NEW HOPE ACADEMY CS	12.7	21.5	34.2	9.8	26.3	36.1	35.2
OTHER YORK COUNTY DISTRICTS							
CENTRAL YORK SD	61.0	25.6	86.6	48.0	34.6	82.6	84.6
DALLASTOWN AREA SD	54.5	30.7	85.2	49.4	35.3	84.7	85.0
DOVER AREA SD	44.4	31.3	75.7	33.5	37.7	71.2	73.5
EASTERN YORK SD	54.3	28.6	82.9	37.6	38.3	75.9	79.4
HANOVER PUBLIC SD	37.5	33.0	70.5	32.7	37.4	70.1	70.3
NORTHEASTERN YORK SD	53.6	30.8	84.4	39.7	40.4	80.1	82.3
NORTHERN YORK CO SD	53.1	29.2	82.3	41.7	37.6	79.3	80.8
RED LION AREA SD	55.5	29.0	84.5	32.3	40.6	72.9	78.7
SOUTH EASTERN SD	58.8	26.4	85.2	42.5	37.6	80.1	82.7
SOUTH WESTERN SD	55.5	28.8	84.3	40.7	36.7	77.4	80.9
SOUTHERN YORK CO SD	57.9	29.5	87.4	45.5	37.7	83.2	85.3
SPRING GROVE AREA SD	55.1	27.5	82.6	37.8	39.7	77.5	80.1
WEST SHORE SD	46.1	28.9	75.0	38.3	35.9	74.2	74.6
WEST YORK AREA SD	55.2	25.1	80.3	35.5	38.3	73.8	77.1
YORK SUBURBAN SD	70.5	21.0	91.5	54.2	35.5	89.7	90.6

Source: Pennsylvania Department of Education website